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inhere in class-room instruction, but it should be possible for us to supplement our schools with something analogous to the Library Association's syllabus and correspondence courses.

"The syllabus . . .," says one recent critic, "is a fairly comprehensive one, and if crowded in some sections, is clear and straightforward, and any assistant possessed of interest in his or her work and an average amount of common sense would do well, instead of sitting down and bemoaning the lack of library schools, to work carefully through that syllabus, subject by subject, sit for the examinations, and by so doing acquire a serviceable weapon for future use."

One very important practical question I have not touched upon, namely the financial support of a Training Board. I have not even attempted to estimate the amount of money required in the beginning. If the library profession is ready for such a step, I have little doubt that a way can be found to put it into effect. A graduated scale of fees might be charged for certifi-

cates, corporate membership fees in the Association, or similar sources of income could be used. It is also possible that some support could be secured from general educational agencies. The problem of financial support is far less important at this juncture than the moral support of all the progressive and forward-looking elements in the profession. If we really want to do this thing it can be done.

In this brief sketch I cannot, of course, go into details as to organization or functions of the proposed board. It would be the business of the board to work out details with the aid of all the talent and wisdom the members of this Association possess, which is surely ample for the task. The big outstanding facts I want to leave with you. I want you to think about them and discuss them and in some way record your best judgment as to the feasibility and desirability of taking this most essential step in planning for library development.

THE HIGH SCHOOL LIBRARY OF THE NEXT DECADE

BY JESSE B. DAVIS, *Principal Central High School, Grand Rapids, Michigan*

Reorganization is the key word in this after-war period. Industry, business, education, and government are all undergoing radical changes. For some years we have realized that rapid progress was being made; that we were in a state of transition; that traditions were being swept away; and that an age of scientific method was rapidly coming to pass. But transition has now become scientific reorganization.

Among the various divisions of our educational system, the high school has already made greater progress than any other, and is facing a period of reorganization that borders on the revolutionary. The very population of our high schools has completely changed during the past few decades. Widely differing types of pupils, from every nationality and from all manner of homes are demanding the

kind of education that will fit them for satisfactory living in the everyday world. In our attempt to satisfy these conditions the traditions of the past are giving way before the economic and social needs of a changing civilization.

The scientific study of our educational system, of our traditional curriculum, of methods of teaching, and of the application of modern psychology to business, to industry, and to the abilities of the individual is already bringing about a revolution in educational procedure.

A commission of the National Education Association on the Reorganization of Secondary Education has recently announced in its bulletin on the "Cardinal principles of secondary education" the seven main objectives of modern education in a democracy. These objectives are health, command of fundamental

processes, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character. Under this commission is a large number of committees working upon the administrative problems and the various subjects of the curriculum, preparing reports for a nation-wide reorganization which will be based upon these cardinal principles and will put into effect the main objectives as enumerated. The influence of these reports, prepared by well-known educators from all parts of the country and crystallizing the ideas that were already being formulated in the minds of progressive school men, is bound to be such that we must take this movement into consideration in discussing the high school library of the next decade.

Reorganization of the high school in its administration, in its curriculum, and in the content of the subject matter taught, means of necessity a reorganization of the school library. If some of the subjects that have dominated the traditional curriculum are either eliminated or modernized to any considerable degree, the reference books once demanded will be discarded and a new list will be compiled. If the newer subjects of the modern curriculum are enriched and raised to the educational standards of the older subjects, then there must be provided a well selected library of business and of industry to meet these needs. Parallel with the reorganization of the curriculum of the high school from the seventh grade through the twelfth must come the reorganization of the library. This will mean that the librarian must keep abreast of the times, must be informed with respect to every progressive movement, must keep in touch with every department of the school, and so be prepared to render valuable assistance in bringing about the reorganization that will take place during the next decade.

The library cannot ignore any of the objectives of secondary education in bringing about its own reorganization. The subject of *health* has never received the proper attention of the American people. Not

only the surprising failure of our young men to meet the physical standards of the army, but the scientific study of public health and of the prevention of disease in recent years has shown our neglectful ignorance and has demanded that we pay greater attention to this fundamental problem in the future education and training of youth. The library must coöperate with all agencies and efforts to raise these standards. The room can at least be properly ventilated and hygienic in its own appointments.

The reorganization of secondary education assumes the establishment of the junior and senior high school system. Therefore, in this discussion it should also be assumed that the high school library of the next decade will serve pupils from the seventh through the twelfth grades.

One of the chief functions of the junior high school organization is to help the pupil to find himself and to classify the pupils with regard to their probable future training. One group of these pupils will go on into the various curriculums of the senior high school. The other group will go out into business or industry as soon as the compulsory school laws will permit. To both of these groups the library has a special mission in the teaching of vocations and in educational guidance. A few school libraries in the country have been splendid pioneers in this work, but their example must be followed by others and extended still further.

Like every other institution that has rendered service to the army and to governmental agencies during the war, the library has learned its great lesson. No longer can the Y. M. C. A. erect buildings in our cities, and charge large fees for its privileges. Now it must go out into the community, into industry, out where men and boys are, and render service. In the same manner the library can no longer sit comfortably back within its walls and hand out books to those who come and ask for them. The library has gone out into the camps, into war industries, and over the seas; it has labored side by side

with the Food Commission, with the United States Employment Service, with the guidance, training, and placement of the returning soldier and with the Federal Board for Vocational Education; and it can never go back to its former conservative position. These war experiences can now be applied to the schools, and to the communities to be served. The same methods of interesting soldiers in their future occupations, suggesting a few good books to read, etc., may be applied to the high school by a wide-awake librarian.

Americanization will have a larger meaning as a result of the war. Even native-born youths of our country must be given a world-wide vision of the new responsibilities of American citizenship. It is not always possible to reach every pupil in a large high school organization by offering subjects in civics, economics, sociology, or ethics. As desirable as these subjects are in the teaching of citizenship, not all pupils can or will elect them nor can they be made compulsory. However, the library is open to all pupils throughout their entire course, and they can be influenced to read along these lines when proper opportunity is given for the librarian to guide the free reading of pupils.

There are two of the objectives of secondary education that suggest a special application to the library. These are "worthy home membership" and the "worthy use of leisure time." It was the feeling of the committee of the N. E. A. that the sentiment which prompted the words of the song "Home, sweet home" was too rapidly disappearing from American life. The average home in the typical American city is losing its hold upon the young people. They are growing up with the idea that pleasure cannot be found without going somewhere else and without the spending of money. They would scorn the suggestion that real pleasure can be found in good books, in good music, or in good pictures within the home. And are not our own schools partly responsible for this condition? Our teaching of literature has utterly failed to

develop a love for good reading. Rag-time music is the vogue and the "movies" are the only popular pictures.

Home membership and the use of leisure are two very closely allied objectives. With the coming of an eight hour working day, the question is, Where and how is this extra leisure time going to be spent? If the home can be made more attractive and people can be taught how to find pleasure within the home, many of the problems of our social and economic life will be solved. As the school attempts to reach these two objectives the library will prove a most powerful factor. A few libraries have already fitted up a room to appear homelike, with a fireplace, easy chairs and surroundings unlike that of the rigid school room. This plan must be applied everywhere and used to the limit of its possibilities. With such equipment the school library can better teach the habit of reading, a love for good books and the principles of selecting, arranging and maintaining a suitable home library.

To suggest to librarians the demands upon the library in meeting the objectives of a reorganized high school program and to go no further, is to meet the problem only half way. Many librarians have already caught the vision of their possibilities and are chafing at the leash because they are not permitted or are not given the opportunity to do what they know they might do. The solution of the problem of the high school library of the next decade lies in the *reorganization of the administration of the high school*.

The changes that will take place during the next decade will bring the realization of the ambition of the progressive librarian to be the *head of a department coördinate with the other departments in the school*. The head of such a department must be as broad of vision as the principal himself, and should attend with the principal all departmental meetings in order that the library may function properly with every other department.

As an educational department the library should have at its command and com-

pletely under its own direction its proportion of the pupils' time. Under the present system a certain number of pupils are using the library every hour in the day, but they are there under the direction of some class-room teacher or for some general reference work. They are not receiving library instruction directly nor are they receiving all that it is possible for the library and the librarian to give them. The librarian of the next decade will not sit behind a desk in a reference room to hand out books and keep order. She will be doing actual teaching and directing of educational work each hour of the day. *Not less than one hour per week throughout the entire six years of the reorganized high school should be at the disposal of the librarian.* This hour or period could best and most profitably be taken from the five hours per week usually given to the department of English.

The use of this time can best be worked out by the expert librarian, but it is not difficult for the administrator to catch a vision of what might be accomplished. The total of forty hours for the year and two hundred and forty hours for the entire six-year course can be assigned in proportion to the aims to be sought. Running through the entire six years, there should be time for a graded and systematic course of instruction in the use of books and libraries. The content of such a course has already been ably worked out by one of your number, but few administrators have yet come to appreciate its need or its educational value. However, the greater proportion of the time that the librarian has control over in this special course should be left for the pupil to do free and pleasurable reading, *free* from the compulsion of the class exercise and *pleasurable* because of the voluntary choice of books. In this work the librarian might well be assisted by the right kind of teachers of English who know their pupils and are personally interested in them as individuals.

The "class room" of the librarian should be the homelike reading room free from

the formalities of the recitation room. Whatever work is done should be so conducted that the pupils will look forward to the library hour with the keenest pleasure. The time spent in this period should be compulsory, but the pupil should be made to feel the freedom of the use of his leisure in finding pleasure in reading something of his own choice.

The open shelves should contain a wide variety of books to attract pupils of all types and degrees of interest. The librarian should have no desk in this homelike room. It would look out of place and would prevent the librarian from acting as if she were in her own home. Let her assume that she is receiving in her own library a group of pupil friends whom she is trying to interest in good books, and in this manner she will best be able to guide boys and girls in forming right habits in the use of leisure time.

It will be a difficult task for the school to teach the worthy use of leisure when its ideal has been to teach pupils to work who do not wish to work. Youth feels that it has an abundance of time and does not hesitate to spend it freely. The school must teach the difference between a worthy use of leisure time and a waste of time. No department of the reorganized school will have a better opportunity to teach this much needed lesson than the library.

The high school library of the next decade calls for a librarian of rare qualities and qualifications. She must be more than an instructor in the subject of the use of books. The reorganized library calls for a librarian of wide knowledge and broad outlook; it calls for an individual of originality, of sympathy, of resourcefulness in attacking new problems and in working out new methods of procedure.

With a library department placed in junior and senior high schools throughout the land, organized under the leadership of efficient librarians, and equipped to carry out the objectives of modern education in democracy, the high school library is destined to rise from a subordinate po-

sition to the very center around which all other school activities will revolve, and will prove to be the unifying factor among

all the other departments in bringing about during the next decade the reorganization of secondary education in America.

THE TRUE AMERICANIZATION OF THE FOREIGN CHILD

HERBERT ADOLPHUS MILLER, *Director, Mid-European Union*

When the children of immigrants look like Americans, talk like Americans, and play like Americans, it may be taken as *prima facie* evidence that they are not being truly Americanized. It means simply that there has been an unnatural break with parental control and parental values, which must inevitably result in a character unformed and unstable. There can be no greater family tragedy than the complete reversal of the relation of parent and child, a relation as old as the human race. This reversal is seen whenever the children try to recognize only American values, while the parents still cling to Lithuanian, Polish or Italian traditions and habits. Parental guidance and filial respect are suddenly overthrown; and while we have the outward appearance of the American child, we find him in disproportionate numbers in the juvenile court.

Americanization of children must be based on the fundamental consideration that character is the one requisite in the true American; and the problem resolves itself into trying to find the best method of developing character. It becomes really a matter of reaching and molding the second generation, for the character of the adult immigrant is already formed when he reaches America, and no matter what measures are adopted, there can be little change.

To assume that this character of the adult immigrant is not fitted for American life, is often a baseless misapprehension. He has many qualities which it would be most valuable to incorporate into American life. Each nationality has developed distinctive virtues, as well as vices; and true Americanization must conserve the virtues and eliminate the vices. The practical problem is how America can do this. One can but be encouraged by the eager and

wise interest which is being so generally shown by just such people as this Conference represents.

Very few people who are close to the immigrant have any sympathy with the methods of Bismarck, though the newspapers and many superficial people urge the same practices that he employed. Bismarck was afraid of the Polish children, and he instituted a system of forcibly transforming them into Prussians. One of his methods was to forbid their learning the language of their mothers. The failure of his plan was absolute; for not only did it store up wrath between the Poles and the Germans, which cannot be allayed for generations, but—far worse—it has produced abnormal conditions among the Poles themselves. True or false, the persistent rumors of pogroms instigated by Poles, and the undeniable record of their recent conflicts with Czechs, Ukrainians and others, are evidence of their bitter heritage of ill will.

The American problem is the development of the child into a democratic character adapted to the purposes of America. This is not a simple problem, whether the children descend from old Americans or new; but the difficulties in connection with the children of foreign parents have several peculiar aspects, about which disagreements are easy, but concerning which mistakes may be almost fatal, both to the child and to the nation.

As was implied in the opening sentence, there is great danger of making too rapid a transition; and this danger is enhanced because the speedy acquisition of an American exterior is so tempting a goal.

The child of the foreign family has exceedingly difficult adjustments to make. This condition often results in extraordinary stimulations, which may tend either